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ABSTRACT

A learning center-based instructional unit on newspapers for middle school grades is presented. The purpose of the unit, which is designed to take three weeks, is to develop student understanding of the wide variety of topics included in a newspaper. The learning centers may be presented in any order. Teacher instructions include a list of the skills involved (primarily language skills); directions for sequencing the unit; a culminating activity; instructions for preliminary preparation and for preparation of specific learning centers; a checklist of materials needed for each center; and a student evaluation checklist. The purpose, student instructions, and supporting materials are given for each of 14 learning centers on the following topics: (1) news stories; (2) cartoons; (3) world news headlines; (4) a United States map; (5) crossword puzzles; (6) famous people; (7) interviews; (8) editorials; (9) tape interviews; (10) media reviews; (11) menus; (12) special sections; (13) advertisements; and (14) word-search puzzles. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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ED239204

EXTRA The Journal EXTRA

READ ALL ABOUT IT

DEVELOPING NEWSPAPER SKILLS

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Cedar Falls, Iowa

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Teacher Center Director - Diane Gibson, Ed. D.

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DEVELOPING NEWSPAPER SKILLS
(Designed for Middle School Grades)

With the news media such as radio and TV distributing the world, national, state, even the local news faster than the newspapers can distribute it, the newspapers have much competition. Yet, in spite of this, there are many widely distributed newspapers. So to keep our youths' interests in this area of media distribution we must help them to understand the newspaper as an important media outlet. This unit is designed to: (1) Help the student become more aware of the wide variety of topics presented in a newspaper and (2) Aid the teacher in implementing a greater understanding of the newspaper.

The realization that youth may only read the headlines, skip on to the sports section, and then indulge in the funnies, are sufficient reasons to provide a unit on the study of the newspaper. This unit provides creativity along with adventure for the students and opportunities for the teacher in the implementation and application of language skills. The creativity is left open to the teachers' discretion in both the preparation and the presentation.

The centers on the following pages are designed to provide a comfortable and delightful way of learning. For the purpose of this unit, centers mean only that the materials are on display, students move from center to center at their own rate, and classroom is kept open. The centers need not be done in any particular order. This helps in the movement and completion of the unit, especially when dealing with a large class. The flexibility of these centers enables the teacher to use one's time observing and helping each student.

The unit can be used as supplemental material, to be integrated into either an English or Social Studies Class. It could also provide a "break" for the classroom teacher from a lecture-discussion type lesson. The unit is designed for a period of three weeks.

LANGUAGE SKILLS INVOLVED

1. Comprehension: Who, What, When, Where, and Why
2. Sequential learning
3. Paragraph formation
4. Sentence construction
5. Use of vocabulary words in a crossword puzzle
6. Note taking. . .Then develop the notes into sentences and then into articles.
7. Critical thinking
8. Expressing opinions
9. Taping an interview
10. Write a review

OTHER SKILLS

1. Mapping: Find the important cities in news articles. Locate states in which the cities are located and place them on a map.
2. Science and Math: Develop a nutritious meal. List each item's cost. Total the cost.

SEQUENCING THE UNIT

1st Day

The introductory period can be a brainstorming event. The question to be presented is: What are the different parts of the newspaper? Break the class into small groups of not more than five. Allow 5 to 10 minutes for each group to list any and all ideas, never to eliminate anyone's idea, as to the parts of a newspaper. At a signal by the teacher all small groups return to form a large group. One person from each group reports their list which is put on the chalkboard. After each group has added their different parts hold up a newspaper for all to see and go through it page by page to identify its contents.

If time allows begin familiarizing the students to each center.

2nd Day

Begin (or continue) introducing the centers. Explain rules for implementation. Following are some suggested workable rules.

1. Give each student a copy of the student's rating sheet. Explain its purpose. This is their chance to judge themselves. As often as possible the teacher should check to see that each student is staying on task and doing what is required at the various centers.

2. To enable freer movement at the beginning of the unit the teacher should select groups of students and assign them to centers for the first day. One group may begin at centers 1-3, another group at centers 4-6, etc. On the second day the movement need not be specified unless the class size is quite large.

3. Require that at least one center be completed per day. Of course this depends on the class time availabe.

4. Stress that even in this open atmosphere of learning one should do ones best. Also stress the importance of writing in complete sentences.

5. If at all possible allow time at the end of each day for a discussion and/or question time.

3-14 Days

It is felt that most students will finish the centers in 14 days. However, it may be that some students will not finish in that time period. Therefore, when most of the students have completed the centers take one class period for a large group discussion. During this discussion everyone should discuss the culminating activity suggested in this unit. Then if completion of all centers is a criteria for participation in the culminating activity those students who have not finished the centers should do so while those who have may begin the culminating activities. Then as each student finishes the center work he/she can go right into the culminating activities without interruptions.

CULMINATION

Produce a school, class, or unit newspaper. If there is no longer class time to develop this newspaper it could be done after school. During the large group discussion decide which students will write the different parts of the newspaper. They should have 2 weeks to finish their section. A committee should be formed to compile these sections into the final layout. Then take this to "press"! Stress the importance of using the information gained through the work the students did at each center.

No test needs to be given but the teacher should look at each student's work and rate it so that the student will have a good feeling about its completion.

PRELIMINARY PREPARATION

These following preparations should be done a few weeks prior to beginning the unit.

1. Order "Your Own Newspaper, About Me" which is from Good Apple Co., Carthage, IL. It is an individual newspaper. Enough should be ordered for each student. After these are completed, hang them about the room to aid in a newspaper atmosphere. These can be taken home after the unit gets under way or when the unit is completed.

2. Some of the 14 centers need some type of container to hold various materials. Large envelopes, small boxes, or construction paper pockets will suffice.

3. Centers II, III, and XIII need extra typing paper or light weight colored paper for student use.

4. Center IX needs a tape recorder and blank tape.

5. Locate a large U.S. map that can be displayed.

6. Cover a large bulletin board with newspapers. If bulletin board space is limited, refrigerator boxes (box) can be set in the middle of the room or in a corner and will provide the needed space for the centers. Use colors of the season for the heading. Possible headings are: "Read All About It" or "What is Black and White and RED all Over?"

7. Collect plentiful supplies of newspapers. It helps to put these into three boxes: one for front pages, one for sports pages, and one for the ads and groceries pages.

8. Have each student decorate a folder in which to keep his/her work. Use manila folders if time is limited.

9. The checklist on page 8 enables the teacher to see the items needed at the center.

Teacher center

SPECIFIC PREPARATION

1. Prepare copies of the worksheets that are needed at Centers IV, V, and XII. These are provided in the description of the above centers. The crossword and wordsearch puzzles provided may not be adequate for your classroom. This is a good opportunity for the gifted child to be motivated. Have these students prepare the puzzles for Center V. The center then takes on a more personal meaning.

2. Collect enough cartoon strips for each student participating. Each strip should be cut into the individual frames and placed in an envelope. All the envelopes then go in the container at Center II.

3. Select pictures of about 20-25 famous people in the news. Mount all the pictures (with no identifing labels) onto a colorful background. Put a number beside each picture. This could then be laminated Make an answer sheet on another background and laminate it also.

4. Make the purpose and direction cards that will be displayed at each center. Examples are included with each center or the teacher may prefer to print his/her own.

5. After the teacher has studied the centers in this unit he/she will need articles, ads, pictures, etc. from the newspapers that are appropriate for each center, or he/she may use those that are provided.

Teacher's Checklist of Center Materials

Center I Materials:

Sample newsclipping
Sample questions
Purpose card
Direction card

Center II Materials:

Cut apart cartoon strip
Container for envelopes of cartoon strips
Lightweigth paper
Purpose card
Direction card

Center III Materials:

Headline of world news article
Article
Lightweight paper
Purpose card
Direction card

Center IV Materials:

Large U.S. map
Map handouts
Container for maps
Purpose card
Direction card

Center V Materials:

Sample of crossword puzzle
Container
Purpose card
Direction card

Center VI Materials:

Display of famous people
Answer key
Colored pen
Purpose card
Direction card

Center VII Materials:

Purpose card
Direction card

Center VIII Materials:

List of topics
Purpose card
Direction card

Center IX Materials:

Tape recorder
Blank tape
Purpose card
Direction card

Center X Materials:

Example of review
Purpose card
Direction card

Center XI Materials:

Grocery ads
Container
Purpose card
Direction card

Center XII

Handouts
Container
Purpose card
Direction card

Center XIII Materials:

Magazines
Lightweight paper
Purpose card
Direction card

Center IV Materials:

Wordsearch puzzles
Purpose card
Direction card

Student's Check List

NAME _____

On a scale of 1 to 5 rate yourself on how well you thought you did, 5 being the best, and then the teacher will rate you. Under comments tell more about how you did the center.

CENTER	Rating Myself	Teacher's Rating	Students comments about center. Be specific.
1. Newsstory			
2. Cartoons			
3. World News Headlines			
4. U.S. Map			
5. Crossword Puzzles			
6. Famous People			
7. Interviews			
8. Editorial			
9. Tape Interviews			
10. Reviews			
11. Menu			
12. Special Sections			
13. Ads			
14. Word Search			

EXAMPLES OF CENTERS

Purpose and Direction Cards for Center I

Newsstory

Purpose: Given a newspaper article the student will:

1. Read the article.
2. Write 5 questions about the article incorporating who, what, where, when, and why.
3. Ask those questions of another person and record the responses.

Directions: Choose a partner. Each person reads a newsstory of his/her choice about the article. Be sure to use questions which include who, what, where, when, and why. Next, each person in turn reads their article to the other person, asks them the questions, and records their answers. Staple the articles to your questions and answers. Keep these in your folder.

Assistance available for severe crop losses

Farmers who have severe property or crop production losses caused by excessive rainfall and hail in the 1979 crop year may be eligible for credit assistance from the Farmers Home Administration (FmHA), according to Dana Schulke, county supervisor of FmHA serving Hancock and Winnebago counties. Applications for assistance should be completed at the county office located at 130 East Third Street, Garner, Iowa. The office telephone number is 923-2853.

FmHA emergency loans to eligible farmers are to enable them to return to their normal operations after having sustained losses resulting from natural disasters. Applicants must be unable to obtain credit from other usual sources to qualify for FmHA assistance.

Long and intermediate term loans may be made for reorganizing the operation to make it more effective. Also, annual loans may be made each year for up to five years following a natural disaster to permit the borrower to restore his operation and return to usual credit sources for operating funds.

Interest rates and repayment periods for loans made following disasters vary according to loan purposes. The interest rate on loans to cover actual losses will be 5 per cent. Loans for amounts in excess of actual losses for farm real estate purposes and for operating purposes will be made at the rate of interest prevailing in the private market for comparable long term and intermediate credit. This rate is set periodically and is currently 10 per cent for real estate purposes and 10½ per cent for operating purposes.

Who: Who is eligible for credit assistance from FmHA?

What: What are longer and intermediate loans?

When: By what date must their application be in?

Where: This article pertains to what areas?

Why: Why do you feel farmers would want to take out a loan?

Purpose and Direction Cards for Center II

Cartoon

Purpose: The student will organize, then glue cartoon frames into proper sequence.

Directions: Pick only one envelope. Arrange the cartoon on your desk in the proper order. When you are satisfied with the order glue the frames in that order onto a paper. Keep it in your folder.

Display: In a large container place small envelopes each containing a cut-up cartoon strip. There should be one envelope per student.

Extra paper needed to mount the cartoon frames.

Example of cartoon strip.

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Purpose and Direction Cards for Center III

A World News Headline

Purpose: Using the comprehension questions of who, what, where, when, and why the student will: 1) read a World News article 2) answer the five "w" questions about the article 3) write a paragraph about the article in their own words.

Directions: Locate a World news headline that seems interesting to you. Read the article. Cut out the headline and article and glue them to a piece of paper. On your own paper answer the 5 "w" questions about the article:

Who is the article about?
What is the article about?
Where does the event take place?
When does the event take place?
Why did the event happen?

Using those sentences form a paragraph in your own words about the article you read. Staple the two papers together and keep them in your folder.

Display: A World News Headline and Article. Example of answering questions that were then put into paragraph form.

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Purpose and Direction Cards for Center IV

U.S. Map

Purpose: Students will become aware of the wide coverage of newspapers by placing cities on a map.

Directions: Take a map of the United States from the container. Find in the newspaper the names of U.S. cities, at least one city for twenty-five different states. (a perfect score is a city for all 50 states.) Glue them to the map in their proper state. Keep the paper in your folder.

Display: Large U.S. map, possibly with larger important cities on it. Individual U.S. maps for each student. Example of map with a few cities on it.

Example: Center IV

NORTH
Minnesota
Wisconsin
Michigan
DETROIT,
Vermont
Maine
NEW YORK, N.Y.
CONCORD, N.H.
New Hampshire
New York
Massachusetts
HARTFORD,
Rhode Island
Connecticut
CEDAR RAPIDS
Iowa
DAVENPORT, IA.
CHICAGO, ILL.
Illinois
Indiana
Ohio
Pennsylvania
New Jersey
WASHINGTON, D.C.
Delaware
Maryland
Washington D.C.
West Virginia
Virginia
Kansas
Missouri
Kentucky
North Carolina
PINNACLE, N.C.
EAST
Tennessee
South Carolina
Atlantic Ocean
Oklahoma
Arkansas
Mississippi
Alabama
Georgia
SAVANNAH,
Louisiana
MIAMI, FLA.
Florida
SOUTH

Alaska
Washington
Montana
North Dakota
Oregon
Idaho
South Dakota
WEST
Wyoming
Nebraska
Nevada
Utah
Colorado
Pacific Ocean
California
Arizona
New Mexico
Hawaii
Texas

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Purpose and Direction Cards for Center V

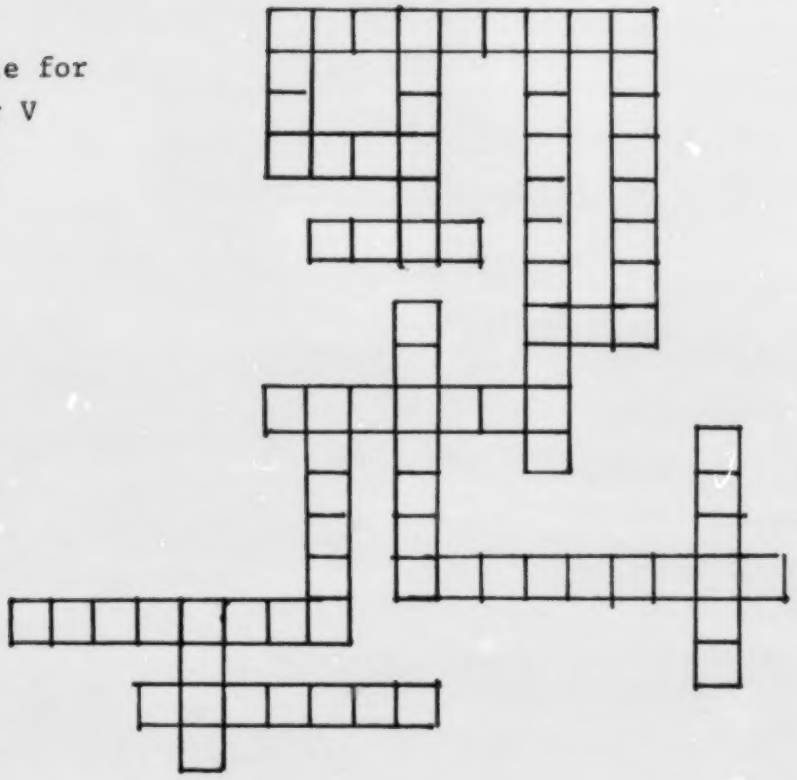
Crossword Puzzle

Purpose: Given a crossword puzzle students will use vocabulary words characteristic of a newspaper to complete the puzzle.

Directions: Take a crossword puzzle from the container and fill it in. You may find that you will need to wait until you have gone through more of the centers and become familiar with more words. Keep this in your folder.

Display: Crossword puzzle example. Container with enough puzzles for each student.

Example for
Center V



ACROSS:

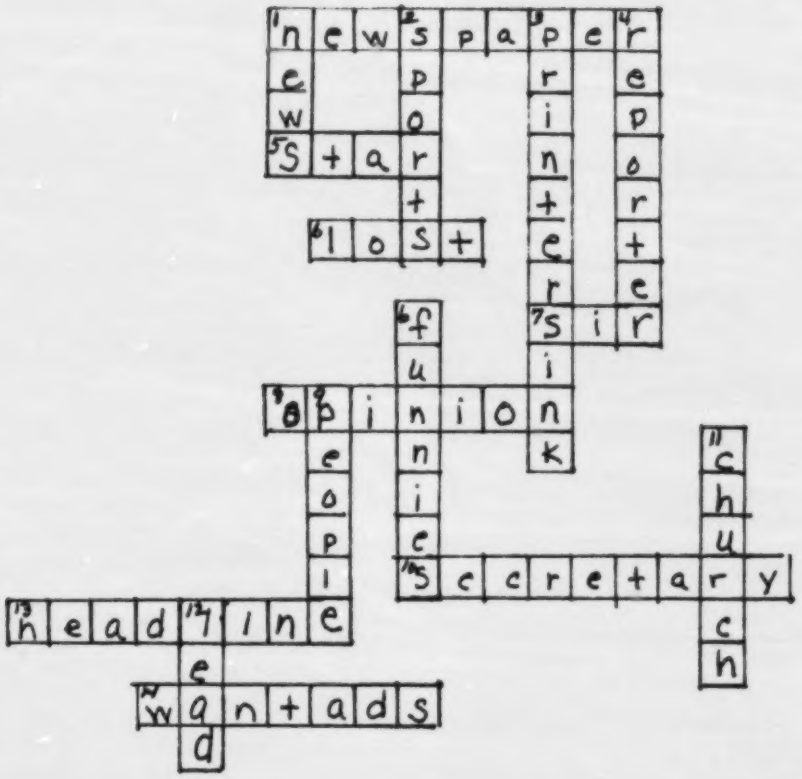
1. Local news comes in a _____.
5. A star is _____.
6. _____and found section.
7. Dear _____.
8. Stating your own idea.
10. Office worker is called a _____.
13. Title of a newsstory.
14. _____ _____ Buy and sell section.

DOWN:

1. We read the _____ in the paper.
2. Athletics and games are found in the _____ section.
3. The black type is called _____.
4. A newspaper writer.
6. The comics are also called the _____.
9. _____ in the news.
11. _____news is religious news.
12. A reporter get a _____ on a story.

ANSWER KEY

Center V


1 n e w
2 s p a p e r
3 p r i n t e r
4 r e p o r t e r
5 S t a r
6 l o s t
7 s i r
8 b i n i o n
9 f u n n e l
10 p e o p l e
11 c h u c k
12 l i n e
13 h e a d
14 s e c r e t a r y
15 c h a r
16 w a n t a d s

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Purpose and Directions Cards for Center VI
Famous People

Purpose: Given a set number of pictures of famous people the student will identify these people.

Directions: Number your own paper from 1 to 25. Look at the pictures of famous people. You should know all of them. Write their names next to the corresponding numbers. To check your answers look at the answer page in the envelope. Correct your mistakes with the colored pen. Keep your paper in your folder.

Display: 20-25 pictures of famous people mounted on cardobard or colorful backing. Each picture should be numbered. Answer key. Colored pen.

Example for Center VI

Answer key for Center VI

1. Ronald Regan
2. Phyllis Diller
3. John Denver
4. Amy Carter
5. Lucille Ball
6. Robert Redford
7. Barbara Walters
8. Burt Reynolds
9. Gary Coleman
10. Barbara Striesand
11. Jerry Brown
12. Angie Dickinson
13. Bill Cosby
14. Bob Hope
15. Lyndon B. Johnson
16. George Wallace

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Purpose and Direction Cards for Center VII

Interview

Purpose: The student will practice the interviewing technique using the five "w" questions.

Directions: Interview another person about a favorite pet, a trip, or some familiar subject. Use the who, what, where, when, and why questions while interviewing. Use your own paper to take notes. Then rewrite those into paragraphs for an article. Include your notes with the article and keep them in your folder.

Display: Example of notes and paragraphs on an interview.

Example: Notes for Interview

I. Where
   A. Colorado Springs, Colorado
   B. Several scenic spots
      1. Estes Park
      2. Continental Divide

II. When
   A. August, 1970
   B. 2 weeks

III. What
   A. Visiting relatives
   B. Sightseeing
   C. First trip

IV. Who Went
   A. Folks. Family all but my brother--

V. Why do I feel it was a good trip!

Example paragraph:

Last August, Julie Hall spent 2 weeks in Colorado Springs Colorado. It was the first trip Julie and her family had taken to Colorado.

While there Julie stayed with relatives and did some sightseeing. Two places she visited were Estes Park and the Contiental Divide. They also enjoyed hiking and fishing.

When asked why she went on this trip Julie replied, "It was great fun!"

Purpose and Direction Cards for Center VIII

Editorial

Purpose: Given a list of topics the students will take either a positive or negative viewpoint and write an editorial.

Directions: Choose from the topics below. Choose one topic you agree with, one with which you disagree and write two editorials. Use your own paper and keep it in your folder.

Display: List of topics.

List of Topics

1. Daylight Savings Time should be discontinued.
2. 55 m.p.h. speed limit saves lives.
3. Motorcyclists must wear helmets.
4. Gum chewing should not be allowed in schools.
5. Our school's name should be changed.
6. People under 18 should have a curfew.
7. Every child should get an allowance.

Purpose and Direction Cards for Center IX

Tape Interviews

Purpose: The student will conduct a taped interview on a sport's topic.

Directions: Two people are needed at this center. Use the five "w" questions to prepare questions for a sport's interview. Start the tape and carry on the interview. When finished Do Not Rewind. The next interview will start where you finished. Try to limit the interview to 5 minutes. Reverse roles so that each person has a chance to interview and to be interviewed.

Display: Tape recorder-tape-Questions

Example of Questions

1. In what sport do you participate?
2. When did you play? (How many years have you played?)
3. Where did you practice this sport?
4. Why do you enjoy this sport?
5. Who is your sport's idol?

Purpose and Direction Cards for Center X

Reivew

Purpose: The student will write a reivew about a movie he/she has seen.

Directions: Find several movie or TV reviews and read them before selecting one movie that you have seen. Use your own paper to write, in your own words, a review of the movie. Keep in folder.

Display: Sample review from newspaper and sample writing of review.

Center X

Capsule reviews

(Reviews are by Seth Cagin of Social Issues Resources Services Inc.)

ANIMAL HOUSE, rated R: A look at college days, 1962, featuring the antics of Faber College's fraternity of fun-loving no-accounts. Breakneck, high-hilarity featuring John Belushi.

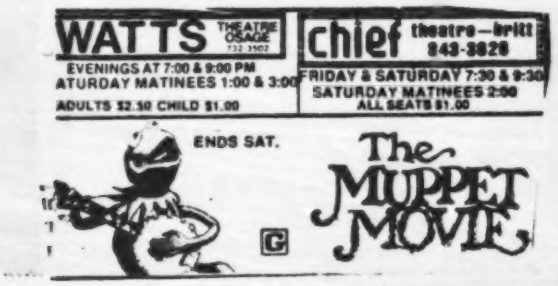
THE APPLE DUMPLING GANG RIDES AGAIN, rated G: This Disney production is a slapstick comedy set in the old west; its appeal is primarily to teen-agers, but it's capable of eliciting a laugh or two from even the most serious-minded adult.

BREAKING AWAY, rated PG: A charming, small-town comedy that is so well made it's far more satisfying than numerous more ambitious undertakings. It's about four high school graduates who grow up in a college town where they are made to feel inferior to college students. Their sturggle for self-respect revolves around bicycle racing.

INVASION OF THE BODY SNATCHERS, rated PG: A remake of the 1950s science fiction classic starring Donald Southerland, Brooke Adams and Leonard Nimoy. The film is a masterful evocation of the paranoia and alienation of the '70s; it is a chilling and provacative nightmare.

NORTH DALLAS FORTY, rated R: A hard-hitting satire that exposes professional football as a ruthless corporate business which reduces players to children, cogs in a wheel, equipment. Nick Nolte gives his best performance yet as an aging wide receiver who rebels against the system.

VOICES, rated PG: A "Rocky" formula love story about a deaf girl who wants to dance and a young singer-songwriter's struggle to break out of the oppressive drudgery of his life in Hoboken, N.J. Intelligent performances and an authentic documentation of the locale provide modest pleasures.



Review Example: The Muppet Movie

Rated G: Traveling with the Muppets as they meet several Hollywood Stars such as Bob Hope, Dom Deluise, Mel Brooks, and a host of others creates an adventure for the Muppets. It's a musical with comedy. See if they ever reach their destination!

Purpose and Direction Cards for Center XI

Menu

Purpose: Given the grocery ads of a newspaper students will itemize the cost of a meal planned by them and indicate the total cost of the meal.

Directions: Plan a nutritious menu for a special occasion. State the occasion and list your menu. You will be serving 20 persons at this meal. Use the grocery ads to itemize the costs. Also give the total cost of your dinner. Keep in your folder.

Display: A grocery ad-a sample menu, costs, and approximate total cost of meal.

Center XI: menu

Thanksgiving Day Menu

Turkey, Dressing
Mashed Potates and Gravy
Peas-Corn
Cranberry Relish and Pickles
Pumpkin or Mince Pie
Coffee-Tea-Milk

20 lb. turkey	$14.00
10 lb. potatoes	2.50
3 pkgs. corn	1.50
3 pkgs. peas	1.50
2 pkgs. cranberries	2.00
2 jars pickles-sweet dill	3.00
Pumpkin pie	2.00
Mince pie	3.00
Coffee	1.98
Milk (gal.)	1.98
	$ 33.56

Purpose and Direction Cards for Center XII

Special Sections

Purpose: Given worksheets the student will show his/her knowledge in preparing the following:

1. T.V. Guide section
2. Review of a favorite entertainer
3. Movie Ad section
4. Weather report
5. Article of special people in the news
6. Review of a T.V. program or movie

Directions: Complete the worksheets at this center. Keep them in your folder.

Display: Worksheets

T.V. Guide
Special Shows

Time	Program	Description
____A.M.		
____A.M.		
____P.M.		
____P.M.		
____P.M.		

About the Stars * * *
Favorite Entertainer Review

Favorite Program Review

* * * * * * *

Movie Ads

Of Special Interest

People in the News

Weather Report

The weather in brief:

Today: _____

Tomorrow: _____

Today's Temperature:

High _____

Low _____

Purpose and Direction Cards for Center XIII

Ads

Purpose: Given a picture of a vehicle the student will write an origianl advertisement to sell the vehicle.

Directions: Choose a vehicle. Develop an advertisement to sell the vehicle. Use the paper at the center to glue the picture of the vehicle on and to write the advertisement. Be clever-Be original. Keep the paper in your folder.

Display: Sample of ad, magazines

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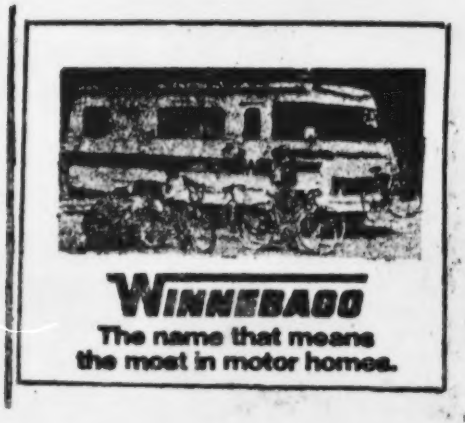
Example for Center XIII

You may think the camel gets lots of miles to the gallon <u>but</u>



this "ship" get the best mileage of any trailer around!

This motor home is equipped with all the luxutires of home. It is your home on the road. It rides smooth and is cheap to operate. Why go second class when you can go first class.

Purpose and Direction Cards for Center XIV

Word Search

Purpose: Given a word search puzzle the student will find the newspaper words requested.

Directions: The words in this word search may be found across, down, backwards, or diagonally. Complete and keep in folder.

Display: Enough word searches so each student has one.

Word Search

Words:

Newsprint
Newspaper
Printers ink
Sports
Opinion
Obituary
Comics
Crossword
Reviews
Weather
Dear Abby
Reporter
National news
Local news
News
Headline
TV Guide
Editorial
Date
Want ads
Stars
World news
Classified
Sales
Church
Typer
Editor
Paper's anme
Society
Education
Politics
Pictures

W	O	R	L	O	B	I	T	U	A	R	Y	S	P	O	N
O	W	D	E	R	A	C	C	O	P	E	P	P	S	E	S
R	O	W	R	C	O	R	K	C	O	V	C	O	C	S	O
D	R	R	E	V	I	O	N	R	E	I	V	S	I	T	C
P	L	W	P	A	S	C	I	M	O	C	P	O	T	R	I
A	D	W	O	W	T	T	S	O	C	R	I	C	I	O	E
P	T	E	R	A	P	H	R	C	I	O	C	I	L	P	T
E	V	A	T	E	E	A	E	N	O	B	T	C	O	S	Y
R	G	D	A	P	P	R	T	R	H	E	U	R	P	W	C
S	U	T	A	I	E	O	N	E	D	L	R	O	W	A	R
N	I	W	R	T	W	E	I	P	C	L	E	S	A	N	O
A	D	E	E	O	E	S	R	E	P	A	P	S	W	E	N
M	E	A	P	R	R	E	P	O	R	W	E	W	E	I	S
E	O	T	Y	I	C	L	A	S	E	S	R	O	A	L	S
E	D	C	T	A	D	A	O	N	S	T	A	R	D	S	W
H	E	A	A	L	A	S	L	I	N	E	A	D	E	R	R
T	I	T	T	L	E	A	D	T	S	N	E	D	A	A	E
R	F	V	V	Z	N	Q	O	A	R	U	H	C	R	T	T
O	I	G	G	O	I	E	R	S	T	R	E	L	A	S	R
P	S	U	I	V	L	Z	W	T	V	N	A	A	B	T	O
E	S	T	U	Q	D	P	I	S	C	T	A	S	B	I	P
R	A	T	D	U	A	H	C	R	U	H	C	W	Y	D	E
N	L	R	E	O	E	N	O	I	T	A	C	U	D	E	R
C	C	L	S	T	H	P	S	W	E	N	D	L	R	O	W

The words in this word search may be found across, down, backwards, or diagonally.

Teacher Created